Multi-competence and emotion


Abstract

Book synopsis: How are two or more languages learned and contained in the same mind or the same community? This handbook presents an up-to-date view of the concept of multi-competence, exploring the research questions it has generated and the methods that have been used to investigate it. The book brings together psychologists, sociolinguists, Second Language Acquisition (SLA) researchers, and language teachers from across the world to look at how multi-competence relates to their own areas of study. This comprehensive, state-of-the-art exploration of multi-competence research and ideas offers a powerful critique of the values and methods of classical SLA research, and an exciting preview of the future implications of multi-competence for research and thinking about language. It is an essential reference for all those concerned with language learning, language use and language teaching.

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Multi-competence is a concept in second language acquisition formulated by Vivian Cook that refers to the knowledge of more than one language in one person's mind. From the multicompetence perspective, the different languages a person speaks are seen as one connected system, rather than each language being a separate system. People who speak a second language are seen as unique multilingual individuals, rather than people who have merely attached another language to their repertoire. (2002), emotional competence can be viewed as an emotion-related mental construct that involves multi-faceted emotional experience along with certain kinds of self-reflective cognitive judgments and response behaviours which mutually constitute work performance. Emotional competence implies a sense of situated embedded agency, that is, people use their emotional and cognitive presence to monitor the social world and engage in competent behaviour in organisations. People navigate their behaviour within institutional norms and routines and use their discretion to make a difference in collective Emotional Competence (EC), which refers to individual differences in the identification, understanding, expression, regulation and use of one’s own emotions and those of others, has been found to be an important predictor of individuals’ adaptation to their environment. Higher EC is associated with greater happiness, better mental and physical health, more satisfying social and marital relationships and greater occupational success. While it is well-known that EC (as a whole) predicts a number of important outcomes, it is unclear so far which specific competency(ies) participate(s) in a given Emotional competence refers to the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. The term implies an ease around others and determines one's ability to effectively and successfully lead and express. Emotional competence is another term for emotional intelligence. Building up emotional competence is one way of learning to handle manipulative or passive-aggressive behavior in which the manipulator exploits the feelings of another to try